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ABSTRACT

Although some efforts were made since the early 1800s to deal with the education of ethnic minorities, it was not until 1957 that an educational program had an impact on the public school system in Texas. In 1957 the "Little School of the 400" was developed to fulfill the educational needs of Spanish dominant children in Texas. Purpose of the program was to teach 400 basic English words to Spanish dominant children to help them to cope effectively with instruction given in English in the regular public educational system. It also aimed to recognize and reinforce the child's cultural heritage, develop his self-confidence, and encourage parental participation in the educational process. The classes started with one school at Ganado, Texas, and by 1959 there were 13 schools. Some of the schools held summer classes only, others continued throughout the year; but, all had successful children as products. In 1959 the program's success was used as evidence by its supporters to encourage state legislators and educators to endorse the "Little Schools". As a result, House Bill No. 51 emerged. This bill called for the implementation in 1960 of the Preschool Instructional Program for Non-English Speaking Children in Texas. Many of the instructional principles of the "Little Schools" permeated in the program. The educational premises of the "Little School of the 400" also permeated in such programs as the Bilingual Education Program, Head Start, Texas Child Migrant Program, and Title I of the 1965 Elementary and Secondary Act. (NQ)

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THE "LITTLE SCHOOL OF THE 400"

Guadalupe Quintanilla

The "Little School of the 400" designed to fulfill the educational needs of the Spanish dominant children of Texas was the first program to acquire state support. As a result it became the pioneer educational program on behalf of the non-English speaking child to have an impact on public education.

The public school system in the United States is considered by many to be an equalizing force in American society. Therefore, in accordance with this precept, every child regardless of color or creed is to have an equal opportunity to become educated.

> If we assume that the goal of public education is to provide basic skills and knowledge needed for participation in American society, then equal educational opportunities means that all students should have the same chance to acquire those skills and knowledges.[1]

However, there are the children of ethnic minority groups who face serious problems upon entering the educational stream, and so do not have the same opportunity that other children do to acquire a meaningful education. The problems faced by many of these children may stem from different sources; a difference between home and school environment, a natural

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[1]U. S., Commission on Civil Rights, A Better Chance to Learn: Bilingual-Bicultural Education, Clearinghouse Publication 51 (Washington: Government Printing Office, 1975), p. 21.

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fear of being with children from different cultural and/or social backgrounds, the absence of the necessary language skills, etc., but the result is the same--failure in the formal educational program. The Commission on Civil Rights reported:

> . . . By the end of the eighth grade, Chicano students in the Texas school districts surveyed have lost nearly as high a proportion of their peers (14 percent) as Anglos will lose altogether at the end of another 4 years. Before the end of the 12th grade, nearly one-half, or 47 percent of Mexican American pupils have left school.[2]

Efforts have been made in the United States since the early 1800's to deal with the education of ethnic minorities.[3] Several educational programs for the non-English speaking child have been developed and implemented through the years. Some of those programs were successful, others were not. A brief description of them will follow. However, in Texas it was not until 1957 when an educational program had an impact on the public school system. The program was called the "Little School of the 400."

As early as 1830 there was a program for the instruction of German children in Pennsylvania where attempts were made to

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[2]U. S., Commission on Civil Rights, The Unfinished Education: Outcomes for Minorities in the Five Southwestern States, Mexican American Educational Series, Report II (Washington: Government Printing Office, 1973), p. 17.

[3]Particular attention is given here to educational efforts on behalf of those whose parents are non-English speaking and who cannot perform ordinary classroom work in English.

teach them German and English.[4] In 1840 a similar program was implemented in Cincinnati. This program was developed because German immigrants, arriving in waves from the 1840's onward, found local schools inferior to those they had known in Germany. German parents established some private schools, but most German schools were established by Lutheran and other churches. Parents had to pay local public school taxes and to support the parochial schools as well as through their church contributions.[5] In order to attract German children to public schools Ohio passed a law in 1840 which read:

> . . . the duty of the Board of Trustees and Visitors of common schools to provide a number of German schools under some duly qualified teachers for the instruction of such youth as desire to learn the German language and the German and English languages together.[6]

In 1869 Indianapolis established what Anderson has called "an excellent program."[7] Then in the 1890's, among New York City's Jewish population, the Education Alliance established classes to teach English to Jewish children. The Polish and Italian communities of New York established similar classes

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[4]Marcia E. Scott, Bilingual Education: Background and Information on Federal Programs, Education and Public Welfare Division #75-231 ED (Washington: Government Printing Office, 1975), p. 1.

[5]Theodore Andersson, "Bilingual Education: The American Experience," The Modern Language Journal, LV (November 1971), 427.

[6]Ibid.

[7]Statement by Theodore Andersson, personal telephone conversation, Austin, Texas, November 18, 1975.

for their children in 1898.[8]

Educational efforts for non-English speaking children continued until the 1920's when emphasis was placed on the teaching of one language--English. Von Maltitz has described this first period of bilingual education as follows:

> . . . In localities with heavy concentrations of German-speaking families, such as Cincinnati, Cleveland, Milwaukee, there were schools in which at least part of the curriculum was taught in German; in an earlier era, French was used in public schools in Louisiana, and Spanish in New Mexico. . . .[9]

The designs of the programs varied. The emphasis, in Cincinnati, for example, was in teaching German and English, thereby maintaining the mother tongue while the new one was learned. In New York the emphasis was in teaching English as a second language,[10] thereby using the mother tongue only as long as the children were able to communicate in English. The teaching of the mother tongue was the objective of many of the ethnic groups such as Chinese, Greek, and Hebrew.[11] Data as to the duration of programs is fragmentary with one exception: "We have an excellent account of one program, that of Indianapolis, which lasted 50 years from its inception in 1869 until its demise in 1919-- . . ."[12]

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[8]Commission on Civil Rights, A Better Chance, p. 7.

[9]Frances Willard von Maltitz, Living and Learning in Two Languages: Bilingual-Bicultural Education in the United States (New York: McGraw-Hill Book Company, Inc., 1975), p. 7.

[10]Andersson, "Bilingual Education," p. 427.

[11]Von Maltitz, p. 7.

[12]Andersson, "Bilingual Education," p. 427.

Although there was variation on program design, on emphasis of content, and on the duration of the different programs, attempts were continuously made and efforts supported to teach English and to maintain the mother tongue.

There was a different situation in Texas during the nineteenth and early twentieth centuries when attempts were made to implement programs for the education and language preservation of the Spanish language dominant child. Spanish dominant children comprised a heterogeneous group composed of first and second generation Americans, naturalized citizens, and recent arrivals, that in itself presented instructional problems as far as the design and development of educational programs.

Furthermore, internal political turmoil prevailed. The territory and its people went for Spanish to Mexican rule in 1821. This period lasted until 1836 when Texas became an independent Republic. In 1845 Texas experienced another drastic change when it became the twenty-eighth state of the Union.[13] Residents of that Southwestern territory were during these times busy either fighting political, social, and economic battles or simply surviving. Little if any attention was paid to the establishment of educational programs, particularly to those for the benefit of the non-English speaking child.

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[13]Wayne Moquin and Charles Van Doren, eds., A Documentary History of the Mexican American (New York: Praeger Publishers, 1972), p. 189.

History reveals in this case, a story of educational neglect. The few documented programs such as The Holding Institute founded in Laredo in 1880, and the Texas-Mexican Industrial Institute founded in Kingsville in 1912 had primarily a vocational orientation[14] and no influence on the public school system. As late as 1957:

> . . . As many as 200,000 Texas five-year olds still could not speak English. The inevitable result: the children enter first grade normally at 6, make no headway in school and eventually drop out.[15]

So the school dropout rate among Mexican Americans was higher than that of both Anglos and Blacks:

> Look at Fort Bend County. Thirty-three per cent of the school age children there are Latin American. And only two Latin Americans graduated from high school in that county last year.[16]

It was not until 1957 when the "Little School of the 400" was implemented and supported by Felix Tijerina and other members of LULAC Council #60 had a definite impact on education of the Spanish dominant children of Texas. The development and implementation marked the pages of Texas educational history for it was the first effort on behalf of the non-English speaking of Texas to be given the strength of a law and it is considered that it planted the seeds for other programs to come.

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[14] C. E. Evans, The Story of Texas Schools (Austin: The Steck Company, 1955), p. 343.

[15] "A 400-Word Start," Time, LXXIV (August 17, 1959), 56.

[16] Marie Moore, "Titled Texan," The Houston Post, August 8, 1955.

However, as important is this program was in the history of educational efforts on behalf of the non-English speaking child. An analytical inquiry into the genesis, implementation, and development of the "Little Schools" has not been conducted and it was crucially needed for the following reasons:

1. To restore to its proper place educational contributions that have not been recorded.

2. To facilitate the understanding of educational contributions to contemporary efforts on behalf of the Spanish dominant children of Texas.

The purpose of the "Little School of the 400" was to teach four hundred basic English words to Spanish dominant children in order to help them to cope effectively with instruction given in English in the regular public educational system. Other objectives were the recognition and reinforcement of the children's cultural heritage, the development of the child's self-confidence, and the encouragement of parental participation in the child's educational process. The instructional program of the "Little School of the 400" started as a dream of Felix Tijerina who eventually created and implemented the program. He later enlisted the aid of several people, including David Adame, Tony Campos, Elizabeth Burrus, Isabel Verver, and Jacob Rodriguez. The classes of the "Little School of the 400" started in 1957 with one school at Ganado, Texas, and by 1959 there were thirteen schools.

Some of the "Little Schools" held summer classes only, others continued throughout the year, but all had successful children as products. David Adame, General Supervisor for the "Little Schools" defines successful children as "those who could cope successfully with regular first grade classroom instruction in the public schools."[17] In 1957 Adame, Campos, Burrus, Verver, and Rodriguez were joined by the Mexican American organization League of United Latin American Citizens (LULAC), to broaden the scope of the program. The success of the "Little Schools" was used as evidence, in that same year, by its supporters to encourage state legislators and educators to endorse the "Little Schools," and as a result House Bill No. 51 emerged. The bill called for the implementation in 1960 of The Preschool Instructional Program for Non-English Speaking Children in Texas.

The Preschool Instructional Program for Non-English Speaking Children was to be implemented during the 1959-1960 school year. It charged the Texas Education Agency with the development of guidelines for pupil eligibility, with the standards for teachers' certification, with the allocation of funds for approved programs, and with the evaluation of implemented programs.

The objectives of the program as well as strategies for their implementation were delineated by members of an

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[17]Statement made by David Adame, personal interview, Houston, Texas, April 20, 1976.

Advisory Committee selected by the Texas Education Agency. In addition, a three year assessment of the Preschool Instructional Program was conducted. It revealed that participants of the program had a better command of the English language, demonstrated by a higher degree of maturity, and had better attendance than nonparticipants. Furthermore, many of the instructional principles of the "Little Schools" permeated The Preschool Instructional Program for Non-English Speaking Children. For example, basic philosophy of the "Little Schools," that of not only teaching a basic English vocabulary, but of dealing with the whole child was carried to the Preschool Instructional Program.

In addition the following "Little Schools'" premises permeated the Preschool Instructional Program:

1. The design of the program, e.g., fifteen children (minimum) per unit.

2. Teachers were expected to be sensitive individuals, who were to be experienced in dealing with non-English speaking children.

3. The teaching of a core number of high frequency English words to prepare the children to successfully complete first grade in one year. The words were categorized into units and taught by using Spanish and English in the classrooms.

4. The words were taught by using objects relevant to the children's environment.

5. The advocacy of parental and community development.

6. The advocacy of a cultural component.

7. The teaching techniques repetition, substitution, roll playing, and dialogue were used in both the "Little Schools" and the Preschool Program.

8. The concept of a teaching aid to reinforce language teaching was advocated in the "Little Schools" and developed in the Preschool Program.

It has been mentioned that in addition to being the precursor in Texas of the first statewide educational program on behalf of the Spanish dominant child, the "Little Schools" also influenced other programs. For example, in May, 1969, Carlos Truan from Corpus Christi, a freshman in the Texas House of Representatives, was successful through House Bill 103 in making bilingual education a possibility. The Bill encouraged school districts to adopt bilingual programs and it had a positive effect. It enabled the federal government to come in and finance, and the state to run, some real bilingual instruction under Titles II and VII of the Elementary and Secondary Education Act of 1965.[18]

Carlos Truan had known about the "Little School of the 400"[19] and had become involved in the activities of the LULAC

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[18]Bob German, "Trying again on bilingual education," The Texas Observer, LXV (March 30, 1973), 10.

[19]Statement by Carlos Truan, telephone conversation, Corpus Christi, Texas, January 17, 1976.

Educational Fund in 1962.[20] In addition, Jacob Rodriguez and Tony Campos firmly believed that the seed for House Bill 103 entitled "Education--Basic Language--Bilingual Instruction" had been planted by the "Little Schools."

There are similarities in the two educational programs. In contemporary bilingual education programs for example, "there is little disagreement that learning English is essential to economic and social mobility in this monolinqual English speaking society."[21] That was the basic premise that gave impetus to Tijerina's educational plans. He and the other participants of the "Little School of the 400" recognized the importance of learning English and emphasized its teaching. In addition, the mother tongue of the child was to be used in the transitional bilingual education program as it was used in the "Little Schools" to help the child to learn English. Further, efforts were to be made in bilingual programs as they were made in the "Little Schools" to "establish closer cooperation between the school and the home,"[22] and to encourage parents to participate in the education program.

The pride in the culture advocated in the "Little Schools" is also advocated in contemporary programs. Teacher aids, an

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[20]Minutes, "Meeting of the Board of Directors of LULAC Educational Fund, Inc.," March 23, 1962, Houston, Texas, Special Collection File, "Little School of the 400," M. D. Anderson Memorial Library, University of Houston.

[21]Commission on Civil Rights, A Better Chance to Learn, p. 2.

[22]Ibid., p. 181.

integral component of contemporary efforts, were present in the "Little Schools." Children's games reflective of child's cultural heritage such as "La Ronda," "A la vibora, vibora de la mar"[23] and legends reflective of the child's folklore, e.g., La Llorona (The Weeping Woman) are still being used.

Another educational program that reflects the influence of the "Little Schools" is Head Start. Head Start programs were designed to:

> (1) provide for activities to be carried out in small groups . . .
> . . . . . .
> (3) maximize the opportunities for the child to succeed.
> (4) utilize all available techniques and devices to increase the child's knowledge of self and encourage general exploration and manipulation of the environment. Develop such imaginative techniques as role playing, doll play, puppetry and dramatic activities. Use both common materials such as sand, water and wood, and devices such as records, tapes and films to carry out the program.
> (5) provide maximum variety of and opportunities for communication with special emphasis on conversation to strengthen verbal skills.
> (6) encourage the use of selected volunteers as aides and assistants. . . .[24]

The educational program of the "Little Schools" was also designed for small group activities, to fulfill the needs of individual children as well as to maximize their opportunities

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[23]Children's games from The Cultural Heritage of the Mexican American Child used in the "Little Schools" as well as in contemporary programs during breaks to teach coordination to children.

[24]Arturo Luis Gutierrez, "Analysis and Comparison of the Lyndon Baines Johnson Education Papers and Head Start Program" (unpublished Doctoral dissertation, The University of Texas as Austin, 1972), p. 180.

to succeed. Furthermore, the child's environment and its components were utilized to provide maximum opportunity for language development and communication. Furthermore, as in Head Start children were taught social and health related habits. Several of the people interviewed--Johnny Herrera, Tony Campos, David Adame, Connie Garcia, and others--believe that Head Start adopted the idea of the "Little Schools" and expanded it. In addition, the fact that J. W. Edgar, Commissioner of Education in Texas, and long time friend of Felix Tijerina was a member of the 1964 Task Force in Education, drafting recommendations for the program is of interest.

Finally, a paragraph in the February 17, 1966, issue of the Washington Congressional Record reads:

> . . . In the field of education, the League of United Latin American Citizens did some important pioneering from which the whole Nation is today reaping rewards. In 1957, the LULACS initiated what was called "The Little School of the 400"--to teach a basic 400 English words to 5-year-old children whose native language was other than English. The Texas State Legislature made the program statewide and appropriated funds for its financing. Today, a similar program, nationwide in its scope, is known as Project Head Start.[25]

Other programs that have goals similar to those of the "Little Schools" are the Texas Child Migrant Program and Title I of the Elementary and Secondary Act of 1965. Such goals are:

Texas Child Migrant Program:

> To provide special teachers to work with small groups to expand oral language and to meet special needs of

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[25]"The 37th Anniversary of LULAC," Congressional Record, House of Representatives, CXII (February 17, 1966), 3201.

remediation and of cognitive development either during the regular school day or after school.[26]

Title I, Elementary and Secondary Education Act of 1965:

- Provide a rich environment for living, thinking, and learning which will assist each child in experiencing success at the present and upon which subsequent success can be built.
- Provide learning experiences based on a knowledge of each child's physical, social, emotional, and intellectual needs and interests.

. . . . . .

- Provide for the development of a positive self-image, positive attitudes, and self-motivation for learning.
- Provide for the development of values and patterns of behavior for democratic living.

. . . . . .

- Provide special services and a modified curriculum for children with handicaps or unusual needs, such as the non-English speaking child.
- Provide for parental involvement as an integral part of the educational program for young children.[27]

Since 1962 Tijerina had been concerned with the children of migrant workers; he had been one himself. In the LULAC Educational Fund's 1962 Report of the "Little School of the 400" he said:

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[26]Texas Education Agency, Texas Child Migrant Program (Austin: Texas Education Agency, December, 1970), p. 5.

[27]Texas Education Agency, Guidelines for Planning Preschool Programs for Educationally Deprived Children Under Title I of the Elementary and Secondary Education Act of 1965 (Austin: Division of Compensatory Education, Texas Education Agency, Fall, 1967), pp. 2-3.

> In many areas of Texas the problem of education, as it affects the Latin American child includes and is intimately related to the life of the migrant worker. These people constitute a very definite and special problem, involving over 30,000 children . . .
> . . . . . .
> I AM PROUD TO HAVE ENCOURAGED THE PRESCHOOL PROGRAM TO TEACH AT LEAST 400 BASIC ENGLISH WORDS TO CHILDREN OF SPANISH SPEAKING FAMILIES . . .[28]

Furthermore, a paragraph in a Texas Education Agency publication reads:

> Texas has had a summer program for non-English speaking preschool children since 1959. To help local education agencies meet the needs of migrant children, the state, . . . made funds available for preschool classes during the regular school year while migrants are in Texas.[29]

Undoubtedly an analysis of the interrelation of events is crucial to the best understanding and appreciation of the impact of historical events that have not been adequately studied. The educational premises of the "Little School of the 400" permeated the Bilingual Education Program, Head Start, the Texas Child Migrant Program, and Title I Program of the Elementary and Secondary Act of 1965, and further study as to the total impact of the "Little Schools" is recommended. Suggestions for further studies include:

1. The educational contributions of Felix Tijerina in other states.

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[28]LULAC Educational Fund, Inc., "What Price Education? 1962 Report of the Little School of 400" (Houston: LULAC Educational Fund, Inc., 1962), pp. 7-10.

[29]Texas Education Agency, Texas Child Migrant Program, p. 9.

An analysis as to the relevance of Tijerina's educational efforts to present educational needs of the country should help historians and educators to place Tijerina and the "Little School of the 400" in a proper perspective. Tijerina set a strong pattern to follow, and his contributions surpassed Texas and even national boundaries. A study of such ramifications should be not only interesting, but also profitable to educational annals. Tijerina's files contain many letters from people asking for a description of the "Little Schools'" program. The following quctes from different sources should illustrate that point.

In Time the following was stated: "Already Latin Americans are trying to launch similar schools in New York City, Buffalo, and Elizabeth, N. J."[30]

"Felix now is the national president of the League of United Latin-American Citizens, and he is the father of an educational program that is becoming national in scope."[31]

> . . . Felix has also talked with educators in other states with heavy Latin-American populations--New Mexico, Arizona and California--in the hope of establishing other Little Schools where they are especially needed. He has addressed groups in Oklahoma, Iowa and Illinois, where migrant Mexican-Americans and their children go to harvest crops during the months when they might be learning preschool English; Felix's hope is to establish migrant Little Schools eventually for these people.
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> . . . Pilot Little Schools are already operating at Elizabeth, New Jersey; Santa Fe and Los Alamos, New Mexico; and Santa Ana, California; and at least one is being

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[30]"A 400-Word Start," p. 56. [31]Ibid.

developed for New York City, to accommodate Puerto Rican preschoolers.[32]

2. Further implications of the "Little School of the 400."

The educational influence of the "Little Schools" surpassed national boundaries. There is a school in Ecuador bearing Tijerina's name--"The School of Arts and Crafts. Felix Tijerina is going forward."[33] A study as to the international impact of the "Little Schools" is recommended.

Research leading to a definite understanding of the impact of the "Little Schools" on Head Start, the Migrant Program, and the Preschool Programs of Title I is recommended to give the educational history of the State of Texas a better perspective.

3. The Preschool Instructional Program.

Another study that should be pursued is a follow-up on the Preschool Instructional Program. The program is still in existence and being implemented. However, according to Carl Defidaugh, Director, Preschool Programs, there is no assessment on record after 1962.

4. The educational contributions of LULAC.

Finally, the educational contributions of LULAC have been many since its inception in 1928. LULAC's have been

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[32]Keith Elliott, "Now Juanito Can Read," Coronet, L (July, 1961), 136.

[33]Letter from P. Carlos M. Cuavradog, Daule's Deputy Priestly Association=S, Ecuador, S.A., June 20, 1963, Special Collection File, "Little School of the 400," M. D. Anderson Memorial Library, University of Houston.

involved in implementing not only preschool programs, but also programs for veterans, for parents, for the unskilled, and for teenagers. In addition, the LULAC Educational Fund, Inc. is still a functioning entity, and there are other LULAC Educational Funds, Inc. throughout the nation. A study as to their dissemination is recommended to learn about and from such endeavors.

APPENDIX

A historical study could not be possible without a clear understanding of the word history. History is not simply "an account of what has happened."[1] As used in research, "History is any integrated narrative or description of past events or facts written in a spirit of critical inquiry for the whole truth."[2]

What does it mean? It means that in order to write a historical study one needs to:

I. Define the area of interest in the "past events or facts" in this case the education of the Spanish dominant children of Texas.

One also needs to narrow the area of interest. In the case of this study to one program that had impact on the public school system the "Little School of the 400."

After the topic has been selected and defined one needs:

II. To conduct a tentative survey as to the availability of information relevant to the area under study. In this case the question was: Is there enough information pertinent to the "Little School of the 400" to sustain the the development of a study?

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[1]"History," Webster's New World Dictionary of the American Language (New York: The World Publishing Company, 1966).

[2]Allan Nevins, The Gateway to History (Boston: D. C. Heath and Company, 1938), pp. 22-23.

A. One needs to consider different sources. For example: personal files, memos, letters, memorandums, minutes of meetings, reports of committees, business records, and other unpublished materials such as Congressional records.

B. Published materials to include newspapers, magazines, and other publications.

C. Orally transmitted information.

In the case of this study many hours were spent determining the availability of printed information as well as the availability and willingness of those who had directly participated in the "Little Schools" to coopperate. If one decides that enough information is available, one then needs to:

III. Collect Materials. This includes:

Acquiring copies of primary and secondary materials, if possible.

A. Taking accurate notes from printed sources when copies cannot be obtained.

B. Conducting interviews with individuals who have information relevant to the area under study.

Such information should be taped if possible; if this is not possible, careful notes should be taken. Some people, although anxious to cooperate are made uncomfortable by the tape recorder or by the note -taking of the interviewer. In this case one needs to listen carefully, and

to wait until the interview is over (immediately after the interview. in one's car if necessary) to write down information. Tapes, or notes, should include the following information:

A. Name of interviewer.

B. Name of person being interviewed.

C. Date and place of interview.

IV. The next important step of a historical study is the organization of data. One needs here to:

A. Discriminate, to make a distinction between material that is directly related to one's study, and material that, although interesting does not have any bearing to the area of one's concern. This is particularly crucial when one deals with orally transmitted material.

B. One also needs with "a spirit of critical inquiry" to study the materials, to search for facts and based on those facts, to draw conclusions as to the impact of historical events, that for one reason or another have not been emphasized in the area of one's particular concern.

C. One needs also to decide on either the chronological or the thematic approach. In the study of the "Little Schools" the thematic approach was used. For example, the instructional program was discussed in one chapter and finances in another. If a chronological approach had been used the instructional program, as well as

the finances that supported it during 1957-1958, for example, would have formed one chapter.

V. After the materials have been collected and organized, and one has decided on the approach to take, the next step is to write "a description of past events." In this step one needs to:

A. State the area under study. In this case the "Little School of the 400" and its impact on the education of the Spanish dominant children of Texas.

B. State the need for the study. In this case:

1. To preserve and to restore to its proper place in educational annals living history that is disappearing.

2. To document the existence of the "Little School of the 400."

3. To determine its impact on the state's educational policy.

C. Describe what has emerged from the research that has been conducted. In this case, the history of the "Little Schools," of the "Preschool Instruction Program for Non-English Speaking Children."

D. Conclude with a summary, conclusion, and recommendations.

VI. Finally:

A. Be objective. The temptation is great to include many interesting pieces of information that are

either nonrelevant or undocumented.

B. Document carefully. This means careful footnoting in the actual paper as well as careful records of materials used to be included in appendixes.

C. Develop a bibliography of primary and secondary sources.

D. Organize an appendix.

E. Set a file at the Library of primary and secondary sources.

F. In some cases there may be strong indications of results of the area under study, but not enough evidence to document firmly. Include the material with a distinguishing heading such as outcomes or results.

Once the steps I through VI have been taken and implemented, one has an "integrated narrative or description of past events or facts written in a spirit of critical inquiry for the whole truth."[3]

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[3]Ibid.